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ABSTRACT

This manual describes the Extended Learning Institute (ELI) at John Tyler Community College in Virginia. The ELI is a comprehensive program of instruction using alternative delivery systems (e.g., television, print-based, radio, and newspapers). General procedures and policies are delineated in section I, including registration and student and faculty responsibilities during and after the course. Section II examines the mission and goals of the ELI. Section III outlines course selection and development, discussing preliminary selection of the courses to be developed, criteria for course selection, agreement for the development of the course between the ELI and an interested faculty member, the faculty member's role in course development, the content and preparation of the course packet of instructional materials, course approval, review and revisions, and ownership. Finally, section IV covers course administration and delivery, including additional information on the roles and responsibilities of the faculty member; placement testing; registration; orientation; discussion sessions; ordering course materials; declaration of course length; student/faculty interaction; preparation of course materials; examinations and grading; viewing course materials; grade changes, extensions, and dismissals; refund policies; course and instructor evaluation; full-time and adjunct faculty compensation; and compensation for broadcast courses. A student information packet, evaluation instruments, and various ELI forms are appended. (LAL)

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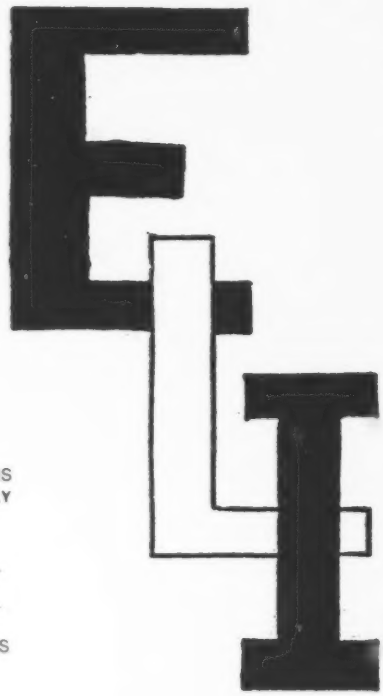
POLICIES AND PROCEDURES MANUAL



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EXTENDED LEARNING INSTITUTE

John Tyler Community College

Chester, Virginia 23831

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"

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PREFACE

The past twenty years have been an era when post-secondary education has increasingly explored new avenues for adult learning. Most recently, new technology, a changing society, and different student clientele have combined to accelerate this exploration.

The following manual outlines a comprehensive program of instruction offered by John Tyler Community College as an alternative to traditional classroom instruction. A basic assumption for this program, the Extended Learning Institute (ELI), is that a significant portion of the adult population is best served by alternative instructional methods. In response to this apparent need, the College offers the ELI program as a means of providing quality, postsecondary education to persons usually not served by traditional, on-campus courses.

This manual delineates the general procedures, missions and goals, process of course development, and means of course administration and delivery. As with any program designed to meet changing needs, ELI is an evolving program. Therefore, this manual should be viewed as transitory and representing a particular point in time along a continuum of progress.

Dr. Larry Adams, Director
Extended Learning Institute

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I. GENERAL PROCEDURES AND POLICIES

A variety of procedures and policies are followed by Extended Learning Institute (ELI) staff, faculty, and students to provide a quality learning experience through alternative delivery systems. Every person involved in ELI courses, including students, has particular roles and responsibilities which are delineated in greater detail in subsequent sections of this manual. The following is intended as an overview of the process of education administered through the Extended Learning Institute.

Registration

Students initiate registration for ELI courses in person at the ELI Office, Watkins Annex Office, Fort Lee Outreach Office or by mail. At the time of registration, a student is asked to complete a declaration of either an 11 or 22-week schedule for completion (Appendix A). The student is then given appropriate course materials, an ELI information packet (Appendix B), and a confirmation of registration (Appendix C).

During the Course

Students return assignments, view videotapes, check-out audio cassettes, and take exams at the ELI Office or Watkins Annex Office. A file for each student is maintained in the ELI Office. Students are sent notices and general correspondence from the ELI Office. Faculty are responsible for answering questions and addressing concerns about the course content and exams.

Faculty also grade assignments and exams, except machine-scored tests which are graded by ELI staff. Withdrawal forms are approved by ELI staff with notification given to the appropriate faculty member.

After the Course

Since students may register anytime and take up to 22 weeks to complete most ELI courses, there is not a specific ending date for every class, except for telecourses and other media-based classes. When an individual student completes a class, the faculty member assigns the appropriate grade and initiates the proper forms. ELI staff aid faculty in carrying out any grade change process. Upon course completion, students are asked to complete an evaluation form (Appendix D). Faculty complete a course evaluation (Appendix E) annually after the initial quarter a course is offered.

II. MISSION AND GOALS

The Extended Learning Institute (ELI) is an integral part of the academic services component of John Tyler Community College. The Institute has missions and goals consistent with the general purposes of the College prescribed by the General Assembly of Virginia in the Community College Act of 1966. The missions of ELI are as follows:

I. To provide district residents easy access to quality, post-secondary education by alternative delivery methods.

II. To research and promote the development of alternative delivery systems of post-secondary education.

III. To secure and manage human and material resources in a responsible manner.

In order to fully and properly carry out these missions, available human and material resources are used to accomplish the following goals:

Mission I

1. To maintain an open-door admission policy.
2. To provide necessary advice and services for students to enroll in courses and programs appropriate to their interests, abilities, and needs.

3. To offer courses and programs academically comparable to regular, on-campus courses.
4. To utilize alternative delivery systems which provide students maximum flexibility and convenience, yet maintain academic quality.

Mission II

5. To survey research and writings about alternative methods of education.
6. To study the feasibility of various alternative delivery systems.
7. To acquire and disseminate information to interested persons concerning alternative delivery systems.
8. To support the planning and production of materials for alternative methods.
9. To insure the periodic revision of courses to maintain quality and relevance.

Mission III

10. To provide alternative courses, programs, and physical facilities which are conducive to a positive learning experience.
11. To secure and manage financial resources to insure the quality, quantity, and stability of staff, program, and facilities.

Mission III (continued)

12. To provide an ongoing planning effort that insures continued productive, efficient, and responsible use of human and material resources.

III. COURSE SELECTION AND DEVELOPMENT

Course selection, development, and scheduling are coordinated by Extended Learning Institute staff. To insure the most efficient use of human and material resources as well as continue an orderly, planned expansion of ELI offerings, certain procedures and policies are followed. Whether a potential course is to be leased, purchased, produced locally or developed as a combination of these, the final outcome is that the ELI course is comparable to on-campus offerings.

Preliminary Selection

Courses for development are initiated by either of two methods:

1. The ELI Director solicits the aid of a faculty member to serve as a course developer.
2. A faculty member or a division chairperson makes a proposal to the ELI Director for course development. The proposal is made in writing specifying the course, the faculty member, expected human and material resources, and the time needed to develop the course. After consultation with the faculty member and appropriate division chairperson, the ELI Director decides whether the course should be considered further.

Criteria for Course Selection

The following criteria are used as guidelines for determining which courses are developed:

1. Potential Enrollment

   a. Do the topics, title, and segments have high interest?
   b. Is interest level documented by any data?
   c. Is the course of general appeal or does it target a relatively small group of potential students?

2. Potential Longevity

   a. Will the subject matter become out-of-date too soon to permit long-term (2-4 years) utilization without major revisions?
   b. Is the course material too topical to allow long-term (2-4 years) appeal?

3. Adaptability to ELI Delivery

   a. Will the course be comparable in academic quality to on-campus offerings?
   b. Is the proposed course construction consistent with the ELI mission and concept?

4. Cost

   a. Is the estimated cost within reasonable limits in terms of anticipated use?
   b. Will delivery of the course be cost-effective in terms of time needed by ELI staff?
   c. Does the proposed course have potential marketability to other colleges?

5. Independent or Related Course

   a. Is the course directly related to others?
   b. Is the course transferable?
   c. Is the course a general education requirement, elective course, or completely separate from existing curricula?
   d. Is the course a prerequisite or lead in some way to another course?

Development Agreement

When the decision is made to proceed with development of a particular course, an agreement is made between the faculty member and ELI in consultation with the appropriate division chairperson with final approval by the Dean of Academic and Student Services (Appendix F). If release time from regular duties is granted, the credit hour and contact hour values are negotiated prior to the quarter the actual work begins. The following considerations are used in computing these values:

1. How much material must be developed by the instructor and how much is already available?
2. How many hours per week is required of the instructor?
3. How much work is performed by ELI staff?
4. Is the new course an adaptation or creation of an entirely new course?
5. Are similar course materials available as a guide?
6. How much prior experience does the instructor have in course development? Has he/she developed an ELI course before?

Faculty Role in Development

Central to development of an ELI course is the faculty member. The faculty member has major responsibility for insuring

Faculty Role in Development (continued)

that course development is completed by the date specified. ELI staff assist course developers in every way possible and within reasonable limits. Major roles for instructors engaged in course development are:

1. Designer - Faculty are solely responsible for creating an integrated "learning system" that includes alternative methods of instruction which are consistent with the ELI mission. Basically, these methods are processes other than traditional classroom lectures. They include the use of audio/visuals, discussion groups, textbook and supplemental readings, papers, projects, activities, and other approaches considered appropriate and worthwhile by the course designer. ELI courses are designed to minimize the necessity of on-campus visits.
2. Content Specialist - Faculty insure the academic integrity of such courses. Comparability to on-campus offerings is the course developer's responsibility. As with on-campus classes, the instructor determines the content for an ELI course.
3. Revisor - Periodic revision is a necessary part of any course. Development is a continuing process that the faculty member conducts for ELI courses.

Preparation of Materials

ELI staff type all materials for the course packet. Materials include introductory letters, course outlines, exams, and any parts of the packet requiring typed copy. Reproduction, collation, and final preparation of packets are performed by ELI staff.

Course Packet Content

The following are elements required, unless otherwise noted in course packets. The exact wording and arrangement of the parts are at the developer's discretion. Generally, arrangement follows the order presented in this outline. Other elements may be included either in the original packet or subsequent revisions. The following are intended primarily as basic, reasonable requirements necessary to give students an overview of the course, a list of expectations, and information necessary to successfully complete a particular ELI course.

1. Title Page - As the name indicates, this page gives the course name and number, credit hours, as well as other information. The instructor's name, telephone number, and office hours are included. The ELI office telephone number is also included. ELI staff update this page as needed.

Course Packet Content (continued)

2. Introductory Letter - The letter is a welcoming statement and general greeting to students. It is part of the "personal touch" of a packet.
3. Course Overview - This applies to (a) an overall explanation of the main concepts, processes, and emphasis of the course; (b) overall explanations of learning outcomes of major units or sections. The overview may also be used to establish the value of the course and specific lessons to the student. Very often the course overview is included as part of the introductory letter.
4. Objectives - These are a list of concise statements which indicate specifically what the learner should be able to do or know upon completion of the course. Objectives are the behavior and/or knowledge toward which the student works.
5. Needed Materials - This list includes required textbooks, study guides, audio/visual materials, supplemental readings, etc. When broadcast lessons are required, there is a separate broadcast schedule included that outlines specific dates, times, lessons, and channels for listening or viewing. Alternatives for missed television lessons are included.

Course Packet Content (continued)

6. Due Dates - In courses where assignments are due at specific points during the course, a schedule of these dates, according to week, is included.
7. Mail-in Assignments (Optional) - This type of assignment may be used as frequently as desired. Return envelopes are included.
8. Mail-in Exams (Optional) - Take-home exams may be deemed appropriate by instructors and may be included in the course packets. Return envelopes are included.
9. Vocabulary (Optional) - A list of terms, sometimes with definitions, are included with some lessons. The major purpose is to prepare students for viewing and/or listening to media components or as an aid in reading.
10. Study Exercises - Activities are included which guide the student in achieving the course objectives. A wide variety of study exercises are available. These include written assignments, practice exams, experiential activities, conferences and discussion sessions, readings, audio/visual exercises, etc.
11. Grading Scale - This section includes a detailed description of how final grades are derived. An explanation of how tests, papers, projects, etc. are graded is also included.

Course Packet Content (continued)

12. Lecture Summaries (Optional) - Written summary materials for audio cassettes, televised, radio, or videotape presentations, and readings, have been found to be very helpful to students.
13. References and Additional Readings (Optional) - Especially for students desiring more in-depth coverage of a topic, references and additional readings are very useful. References also provide a documentation of supplemental writings provided by instructors.
14. Personal Writings (Optional) - Faculty sometimes include personal articles, essays, and writings to supplement other course materials. If the material is copyrighted, it is noted at the beginning of the material in a manner consistent with federal copyright laws.
15. Enrichment Activities (Optional) - These are included to extend the student's knowledge of a lesson. They are not essential, but will aid in motivating some learners. Enrichment activities often include field trips, viewing special television programs, etc.
16. Other Materials (Optional) - Depending upon the course, faculty may include parts in course packets not already listed. Course developers are encouraged to do anything necessary to insure an optimal learning experience.

Course Approval

Review by a Course Review Committee is conducted before a new course is offered. This process is used to help insure comparability to on-campus offerings, quality of course content, and that materials and directions for course completion are clear and concise.

The Course Review Committee is composed of:

- 1 or more faculty members who teach within the discipline area of the course being developed (chosen by the course developer)
- 1 faculty member from the same division but not within the discipline area (chosen by the division chairperson)
- division chairperson
- ELI Director

The course developer presents a draft copy of course materials for committee review. These materials include the course packet, supplemental readings and handouts, textbooks, workbooks, audio/visual components (when feasible), and any other materials which students use to complete the course. Committee members review the materials individually and/or as a group and seek input from other sources when needed.

The ELI Director convenes a meeting of the Committee (Appendix J) and the course developer to formulate any final recommended changes and give conditional approval to the course. Recommended changes are usually given to the course developer prior to the meeting. After all agreed upon changes have been made, the course is approved for delivery.

Packet Review

ELI staff give editorial review to the final draft of all course packets and preview media components. The major purposes are to check for inclusion of all necessary elements and insure the technical quality of media components. Changes are made as needed by ELI staff.

Packet Revisions

Routine revisions, such as updating office hours, are performed by ELI staff. Revisions involving course content or design are initiated by the faculty member responsible for the course. Secretarial services are provided by ELI staff to aid in any revisions or changes.

Ownership and Copyright

Course developers are given recognition as authors of course packets. This recognition is included as part of the title page. In matters of ownership and copyright the following guidelines are used:

Ownership and Copyright (continued)

1. When College resources are used during development, the College retains ownership and access to copyright. "College resources" include materials, secretarial/clerical support, use of reprographic services, and release time. Access to copyright may be waived (Appendix G), but the College retains free access and use of all course materials in perpetuity.
2. When no College resources are used during course development, the faculty member retains access to copyright and ownership of materials except those purchased with College funds.

IV. COURSE ADMINISTRATION AND DELIVERY

At John Tyler Community College, implementation of classes offered by alternative methods such as television, print-based, radio, newspapers, etc. is centralized within the Extended Learning Institute. Support services provided for faculty and students include: (1) coordination of all orientation/discussion meetings; (2) typing of all course materials; (3) scoring machine-scored examinations; (4) processing mail and other communication between students and instructors; (5) coordination and compilation of student surveys; (6) ordering course materials; (7) maintenance of a message service for faculty; (8) dissemination of course materials including learning aids such as video and audio cassettes and filmstrips; (9) processing of add/drop forms; (10) initiation of appropriate grade change forms; (11) registration; and any other unanticipated services which help insure a quality learning experience.

Delivery of courses offered through ELI is based upon certain assumptions which should be used in understanding various policies and procedures which follow. In particular:

1. On-campus, traditional courses do not meet the needs of all potential students. Some people, due to work schedules, handicaps, commitments, etc. are better served by nontraditional approaches to instructional delivery.

2. Faculty members are crucial to providing a total learning experience. Although faculty do not generally function in the traditional role of "lecturer", they are "presenters" and facilitators and are responsible for insuring academic quality.
3. Students are an important aspect of any course. Course content and procedures for delivery are developed from a student-centered approach.
4. ELI courses are not an "easy way out" for faculty members. The faculty must be willing and able to communicate in writing, by telephone, or personal conference and they must be willing to devote time each week for student contact, regardless of the method.
5. Courses offered through ELI are comparable to same or similar on-campus offerings. Course requirements, grading, and content are designed to insure that students have the opportunity to learn as much from an ELI course as an on-campus course.
6. ELI courses are not correspondence courses. Major differences include the use of various media rather than a single type; the requirement of on-campus visits; specific deadlines for completion; and the use of faculty members to monitor progress and interact with students.

ROLE OF THE FACULTY MEMBER

ELI courses are expressly designed to relieve faculty of the responsibility for presenting core material in a traditional mode, i.e. classroom lectures. This, in turn, leaves the instructor free to function in a variety of roles including:

(a) Course Manager whose primary responsibility is to counsel individual students, direct them to additional learning resources, answer questions, and generally facilitate learning. In this role the instructor relies heavily on the core material presented in the media and text components.

(b) Discussion Leader who is available for group seminars or other contact sessions. These may be held on-campus or at other locations.

(c) Course Presenter who offers additional insights and analyses or discusses different approaches or interpretations of material. This material may be included as part of the core requirements or as a supplement to existing materials. Presentations may involve one or more media such as audio cassettes, videotape or essays and short articles.

(d) Evaluator who adopts examination material, may design new materials, organizes projects, assigns grades, and provides feedback to each student.

ROLE OF THE FACULTY MEMBER (continued)

Class size, course content and/or personal preferences of the instructor determine in which role(s) an instructor will function throughout a course. Experience and research show that one individual fulfilling a combination of roles is most effective. As a general guide, the faculty member functions primarily, but not exclusively, as a content specialist and course manager. It is expected that an instructor will assume whatever role necessary to provide the optimum learning experience.

RESPONSIBILITIES OF THE INSTRUCTOR

The following is an overview of specific instructor responsibilities:

Before the Course Begins

a. Be thoroughly familiar with course components.
b. Be familiar with College and ELI policies and procedures.
c. Prepare course materials including exams, study tips, handouts, introductory letter, etc.
d. Assist in the development of a total course plan.
e. Develop and coordinate any activities needed to help students begin.

During the Course

a. Review all course materials.

b. Be available a specific number of hours per week to consult with students by telephone, mail or in person.

c. Initiate any needed contact with students.

d. Grade and/or review all assignments and assign a grade if required.

e. Maintain an accurate class roll.

f. Initiate any withdrawals or extensions if needed.

g. Maintain contact with ELI staff.

After the Course Ends

a. Assign final grades for the course.

b. Complete any grade changes.

c. Assist in an evaluation of the course.

d. Revise course materials as needed.

PLACEMENT TESTS

Placement tests administered to on-campus students are highly recommended for all ELI students. Certain curricula require such tests and enrollment in an ELI course in no way negates this requirement. Students are required to take appropriate placement tests. This includes, but is not limited to, prison inmates and hospital residents. ELI Office staff are responsible for making suitable arrangements for administration and follow-up of placement tests. A College counselor interacts with students via mail or telephone to explain tests results.

REGISTRATION

Registration for all ELI courses is initiated through the ELI Office, Watkins Annex Office or the Fort Lee Outreach Office. Students may contact either office to have a card pulled and to receive course materials. Students register anytime for print-based courses and have the option of either an 11 or 22-week term to complete a course. A student declares a time period up registering, but may opt for the longer term. (See Appendices A and B for further explanation.)

ORIENTATION SESSION

For courses other than open-entry/open-exit, an instructor may choose to initiate an orientation meeting with students at the beginning of the quarter. Purposes of the meeting may include obtaining student data, distributing additional materials, pretesting, an overall introduction to the course and the College or any other activities the instructor feels would be beneficial to the student

Instructors for telecourses are especially encouraged to hold an orientation session. Ideally, the meeting is held after the last day of regular registration and prior to the end of the first week of classes. Research by several community colleges indicates that 10 to 20 percent of the students enrolled attend an orientation session even if it is not mandatory. Required sessions usually attract 70 to 80 percent of the students.

The ELI Office assists instructors in every way possible to arrange orientation sessions. ELI staff are notified at least 2 to 3 weeks in advance to assure adequate preparations and notification of students.

DISCUSSION SESSIONS

Arrangements for any discussion sessions are coordinated through the ELI Office. ELI staff assist faculty members in every way possible to arrange such meetings. Such meetings are arranged either on or off-campus and may or may not be a requirement for a particular course. If required, it is listed in the course packet or outline.

ORDERING COURSE MATERIALS

Textbooks, study guides, filmstrips, etc. for all ELI courses are ordered by the ELI Director. The Director estimates the number of textbooks, study guides, course packets, etc. needed each term and makes the appropriate requests. If an instructor needs materials not previously used, requests are made to the ELI Director far enough in advance to insure delivery when needed.

DECLARATION OF COURSE LENGTH

When a student registers for an ELI course, he/she is asked to complete a declaration form (Appendix A). A student declares either an 11 or 22-week term to complete the ELI courses. Students change this declaration by making a request to the ELI Office. Extensions to a 22-week term are automatically granted.

Extension beyond 22 weeks is granted only by the instructor. Eleven weeks is the maximum extension allowed.

STUDENT DATA FORM

During registration, each student is given a form (Appendix H) requesting demographic and other information. ELI staff compile the results of the form and make the data available to instructors upon request.

STUDENT/FACULTY INTERACTION

While many students value the independence and freedom that comes with ELI courses, all require some amount of contact with an instructor. While faculty are not expected to be "all things to all people", faculty members are responsible for establishing good lines of communication with students. To achieve this, the following guidelines are used:

(1) At the request of the faculty member, ELI staff perform routine correspondence with students. This includes periodic mailings as described in the course packet and special notifications when requested.

(2) ELI staff take messages from students for faculty members, but faculty are entirely responsible for responding directly to students. Faculty are responsible for talking with students about exams, course content and requirements or any other concerns regarding the course. ELI staff answer student questions concerning the administration of ELI courses or questions which can be easily answered from general knowledge about the course.

(3) An instructor specifies a telephone number in the course packet. The minimum number of contact hours per week is 2 contact hours per 3 credit hours taught. When an ELI course is taught as part of a regular load, full-time faculty count ELI contact hours as part of their regular office hours. These hours are specified at the begining of each quarter. The ELI Office mails a list of office hours and telephone numbers at the beginning of each quarter.

(4) When an ELI course is taught as an overload (more than 15 credit hours regardless of any annual averaging), the full-time instructor reserves contact hours for ELI courses in addition to regular hours, using a ratio of 2 contact hours per week for each 3 hour overload course taught. Students are informed of these hours by mail.

(5) Adjunct or part-time faculty provide 3 contact hours per week for each ELI course taught. These hours are in addition to any other office hours. When an adjunct instructor does not have a regular office, the ELI Office is used for consulting with students. Specific hours available and the ELI office telephone number are mailed to the student. Adjunct faculty are available at least 2 nights per week or 1 day and 1 night per week on-campus for consultations. Specific scheduling is designed by the ELI Director and adjunct faculty member.

PREPARATION OF COURSE MATERIALS

ELI staff provide typing and reprographic services for ELI courses. The faculty member is responsible for providing legible rough drafts at least 1 week before the work is needed. Overall revisions of packets are conducted by the Director before being given to ELI staff. This allows prioritizing of work and helps insure that work is completed when promised.

EXAMINATIONS AND GRADING

As with on-campus courses, all ELI courses have an established means of measuring student progress and mastery of course material. Regardless of the method(s) used, development of a grading system and examinations is entirely the responsibility of faculty. To assist in the process, the following procedures and policies are used:

(1) Grade symbols used for on-campus classes are used in ELI courses.

(2) Faculty members develop a grading system and include it as part of the course packet.

(3) Faculty develop and interpret all examinations, written assignments, etc.

(4) Faculty maintain official class rolls and are responsible for submitting final grades. An unofficial student file is maintained in the ELI Office. The file is used to aid faculty in monitoring student progress and may be used by faculty as an official file.

EXAMINATIONS AND GRADING (continued)

(5) Proctored, on-campus exams are arranged by ELI staff. Students contact the ELI Office or Watkins Annex Office for individual exams.

(6) Course papers, exams, etc. are turned-in or mailed-in to the office. These materials are placed in the student's file.

(7) ELI staff grade objective tests utilizing multiple choice, true-false, or matching questions. Faculty members furnish all scoring keys and assign letter grades when needed.

(8) ELI staff furnish test scores or graded exams to students when allowed by the instructor. Students are referred to the instructor for interpretation and questions.

VIEWING COURSE MATERIALS

A vital part of any course is the presentation of core material. In the absence of formal lectures, faculty utilize a variety of media to supplement material presented in reading. The following guidelines are used when viewing and/or listening to course materials is required:

(1) Faculty are responsible for ordering (except purchasing) or reserving any such materials through normal procedures established by the Learning Resource Center.

VIEWING COURSE MATERIALS (continued)

(2) Materials for viewing and/or listening are placed in the ELI Office and Watkins Annex Office. Students schedule convenient times to review such materials. Materials are reviewed in the office or designated area.

(3) When students are able to check-out certain materials, especially audio cassettes, the materials are placed in the ELI Office or Watkins Annex Office. ELI staff are responsible for checking-out and receiving these materials.

GRADE CHANGES, EXTENSIONS, AND DISMISSALS

All grade changes, including incompletes; extensions of time to complete a course beyond 2 quarters; and dismissal from classes are initiated by the instructor. ELI staff only aid in processing forms.

A student is dismissed from a course when, in the instructor's opinion, the student has made no progress through the first half of the ELI course. This is either the sixth or eleventh week depending upon the student's declaration at registration. The student is notified by the instructor by mail of an intent to dismiss at least 2 weeks prior to dismissal. VCCS policy is followed in assigning a grade symbol for dismissal. (See Section 9, page 9-5, VCCS Policy Manual.)

GRADE CHANGES, EXTENSIONS, AND DISMISSALS (continued)

If a student has not completed an ELI course in 22 weeks, it is the student's responsibility to contact the instructor if he/she desires an 'I' for the course. As with on-campus courses, a contract may be arranged between the student and faculty member for completion. The maximum amount of time a faculty member may grant is 11 calendar weeks.

DROP/ADD

Drop/Add forms are signed by ELI staff. Faculty are notified of any students who drop or add ELI classes.

REFUND POLICIES

The last refund date for an ELI course is determined by (1) VCCS policy; (2) the student's declaration of course length at registration; (3) the beginning date of the course; and (4) when the student registers. If at registration the student declares an 11-week term, the last day for a refund is 10 calendar days after the first day of the ELI course. If a 22-week term is declared at registration, the last day for a refund is 20 calendar days after the first day the ELI course begins. Beginning dates for ELI courses are determined as follows:

Regular Registration Periods - If the student registers during a regular registration period, but prior to the first day of on-campus classes, the first day of an ELI course is considered to be the first Monday of regular on-campus classes.

REFUND POLICIES (continued)

Other Registration Periods. When the student registers any time other than the periods specified above and after the first day of on-campus classes, the first day of an ELI course is considered to be the first Monday following the student's registration date.

Students are given at registration a confirmation of registration that includes beginning, ending, refund and withdrawal without penalty dates (Appendix C). The last date for a refund does not change if the student chooses a longer term after the original declaration at registration. A full refund is given for any course which is dropped during the refund period.

COURSE EVALUATION

As with any course, periodic evaluation and review of ELI courses is beneficial to students, faculty, and program administrators. It is important to evaluate a course from 3 different perspectives: (1) the student's point of view, (2) the faculty member's viewpoint, and (3) the combined perspectives of the ELI Director and appropriate division chairperson.

To gain these perspectives the following procedures are used:

(1) Student Evaluation. ELI staff distribute a student evaluation form (Appendix D) to all students who receive a grade other than 'I' or 'W' in ELI courses.

COURSE EVALUATION (continued)

(1) (continued)

The results are tabulated by the ELI Director and furnished to the faculty member annually or more often when requested.

(2) Faculty Evaluation. Full and part-time faculty complete a course evaluation form (Appendix E) supplied by the ELI Director. The form is completed at the end of the first term an ELI course if offered and annually thereafter. The completed form is retained in the course file maintained in the Director's office. Instructors retain a copy of the form for use in personal review and revision of courses to insure academic quality.

(3) Administrative Evaluation. The ELI Director and appropriate division chairperson conduct an annual review of ELI courses. Major purposes are to: (1) insure that proper administrative procedures as described in this manual are being followed; (2) ascertain that ELI courses continue to be comparable to on-campus courses; and (3) review the feasibility of continuing to offer the courses being reviewed.

Instructor Evaluation. Evaluation of individual faculty members who teach ELI courses is conducted by the appropriate division chairperson. This evaluation is included as part of the regular evaluation process explained in Appendix A of the JTCC Faculty Handbook. The ELI Director supplies division chairpersons with evaluation related information only upon request of the faculty member.

Full-time Faculty Compensation

In arriving at a fair compensation for ELI courses a number of variables are considered. First, faculty are generally relieved of some of the work normally associated with a course, i.e., classroom lectures, some record keeping, and some student contact. Second, course development is separate from course delivery and revision. Accordingly, compensation for these activities varies. Third, different ELI courses require varying amounts of time from faculty. While courses with machine-scored exams and no written assignments still require some involvement, other courses which require written papers, projects, etc. require a greater commitment of time. Thus, exact compensation may vary. The following guidelines are used in compensating full-time faculty:

1. Initially, compensation for an ELI course is computed at the end of regular on-campus registration. Final enrollment for compensation purposes is based upon

Full-time Faculty Compensation (continued)

1. (continued)

   enrollment on the last day to withdraw from regular on-campus classes. Students who enroll after this date are included as part of the course enrollment for the following quarter.

2. Students who enrolled during a quarter and received a grade of 'I' are not included in enrollment figures for succeeding quarters.

3. For any quarter that a faculty member is on the payroll, the faculty member continues to be responsible for all students who enrolled during a quarter for which the faculty member received compensation. Responsibility continues until all students who enrolled have completed the course or withdrawn. Should a faculty member cease employment at the College, policy 5.16 in the John Tyler Community College Policies and Procedures Manual is followed in computing final compensation.

4. ELI courses may be included as part of a full-time instructor's regular load or as an overload. Division chairpersons make this determination following VCCS guidelines.

5. Enrollments

   a. The State funding level for ELI courses is considered to be 22, unless otherwise noted.

Faculty Compensation (continued)

b. When a faculty member teaches more than one ELI course in a given term, enrollments may be combined with other ELI courses taught in that term or subsequent terms to compute workload equivalents for the academic year.

c. The minimum enrollment for an ELI course to be counted as the workload equivalent of an on-campus course is 1.5 times the State funding level. For English Composition and any course that by an approved design similar to an on-campus section requires an unusually large number of written assignments, essay exams, and/or student contact, the minimum number is the State funding level. This determination is made prior to the course being offered in a conference with the ELI Director, division chairperson, and faculty member (Appendix K). When enrollment is less than the minimum, the faculty member may choose either to: (1) combine the course enrollment with other course enrollments during that term, prior terms, or succeeding terms of the academic year; or (2) be compensated on a per student basis using the formula below.

Faculty Compensation (continued)

5c. (continued)

The faculty member makes this choice at the end of the term for which enrollment is below the minimum (Appendix I).

$$\frac{N}{EFL} \times FCR = \text{Compensation for ELI Course}$$

N = Number of students enrolled in the ELI course.

EFL = ELI Funding Level (33 unless otherwise noted).

FCR = Faculty Compensation Rate - this is determined by the faculty member's on-campus, overload compensation for a 3 credit hour course.

d. Summer term enrollments may not be combined with other ELI course enrollments of prior or succeeding terms. If enrollment is below the minimum for a full workload credit, full-time faculty may be compensated on a per student basis using the formula above or combine course enrollment with other ELI course enrollments during the same Summer term.

e. The maximum enrollment for an ELI course to be counted as the workload equivalent of an on-campus course is 2 times the State funding level. For English Composition and any course that by an approved design similar to an on-campus section

Faculty Compensation (continued)

5e. (continued)

requires an unusually large number of written assignments, essay exams, and/or student contact, the maximum number is the State funding level plus 8. When enrollment exceeds the maximum number, 1.5 credit hours workload credit is given for every increment of 15 students above the maximum number. For English Composition and similar courses the increment is 12.

The exact dollar amount of compensation for an ELI course is determined by: (1) whether the course was part of a regular teaching load or counted as an overload; (2) enrollment; (3) the instructor's compensation rate for on-campus courses; and (4) the type of course taught.

Adjunct Faculty Compensation

The above guidelines apply to adjunct faculty with the following exception. When enrollment is below the minimum, adjunct faculty may not combine the enrollment with ELI course enrollments of other terms.

Adjunct faculty are employed by the appropriate division chairperson in consultation using the guidelines for full-time faculty with the exception noted in the above paragraph.

Compensation for Broadcast Courses

Compensation for broadcast courses such as telecourses and radio courses is calculated differently. The minimum enrollment for these courses is 1.5 times the State funding level. The maximum enrollment before an overload credit is given is 3 times the State funding level.

When enrollment is below the minimum, full-time faculty use either of the two options outlined above for other ELI courses. Adjunct faculty are compensated on a proportional basis as described for other ELI courses. When enrollment is more than the maximum, 1.5 credit hours workload equivalent is awarded for every increment of 15 students above the maximum.

APPENDIX A

JTCC 102-1

DECLARATION OF COURSE LENGTH

The following is a declaration of how long you plan to take for completion of your ELI course(s). If you choose an 11-week term now, you may switch to a 22-week schedule anytime before the Monday of the 11th week. A request for a change to the 22-week schedule must be made in person, by mail or by telephone to the ELI Office.

This declaration is used only to compute refund, withdrawal without penalty, and ending dates for ELI courses. Changing to a longer term will not change the refund date.

- -

Please print -

Name_____ S. S. #_____

Address_____ Home Phone:_____

_____ Work Phone:_____
(City) (State) (Zip Code)

ELI Course	Completing in (please circle)	
_____	11 weeks	22 weeks
_____	11 weeks	22 weeks
_____	11 weeks	22 weeks

Signature_____ Date_____

DO NOT WRITE BELOW THIS LINE

- -

REGISTRATION DATE_____

Length: 11 weeks 22 weeks

Course Begins:_____

Course Ends:_____

Refund Date:_____

Last Day to Withdraw Without Academic Penalty:_____

Edit No._____

APPENDIX B

EXTENDED LEARNING INSTITUTE

STUDENT INFORMATION

PLEASE READ COMPLETELY

WELCOME to the Extended Learning Institute (ELI). ELI courses are obviously different in the way in which you complete them. You are expected to do most of the work on your own with an instructor available for help.

Please read the following policies and procedures carefully and save this information for future reference. If you have any questions, please call the ELI Office or your instructor now.

Best wishes as you complete your course. I hope that it proves to be beneficial.

Dr. Larry Adams, Director
Extended Learning Institute

GENERAL INFORMATION

COURSE PACKETS

Please read carefully the course packet you received at registration. The packet outlines what is required in the course, the grading scale, textbooks needed, and other information needed to complete the course. If you have any questions about the course, please contact the instructor.

DESIGNATION OF COURSE LENGTH

Upon registration, you declare either an 11-week or 22-week term in which to complete each ELI course, except broadcast courses which are always 11 weeks. This declaration is used to compute refund, withdrawal, ending, and assignment due dates for each course. You may choose to extend a completion period from 11 to 22 weeks any time before Monday of the 11th week. This request is made to the ELI Office by telephone, in person or by mail.

If you change to a 22-week term after the refund date established by the original 11-week declaration, no refund will be given for withdrawal after the change in declaration. Withdrawal and ending dates will be recomputed based upon the change.

PROBLEM IN COURSE?

Don't wait for the problem to increase or just "go away." Contact your instructor immediately. A list of office hours and telephone numbers will be given to you at registration or will be mailed to you.

Normally, tests and examinations are given at the Watkins Annex, Fort Lee Outreach Office, or on-campus in the ELI Office. NO APPOINTMENT IS NECESSARY. If special circumstances require that you take exams at another location, contact the ELI Office at least five (5) days before the exam. Special arrangements will be made.

You must allow enough time to complete an exam before the office closes.

AUDIO/VISUAL MATERIALS

If a course requires viewing and/or listening* to certain materials, you must:

1. Call the Watkins Annex Office (794-1166) or the ELI Office (796-4146) at least 24 hours in advance; call

the Fort Lee Outreach Office (861-2762) at least 48 hours in advance.

2. Come to the Watkins Annex Office, Fort Lee Outreach Office or the ELI Office to check out or view materials.

*For audio cassettes which may be taken home, come to the Watkins Annex Office or the ELI Office anytime to check out and return.

NURSING STUDENTS

You must complete any ELI course before the end of the quarter it is required as prescribed in the Nursing Program curriculum. Check with your advisor if you have any questions.

IMPORTANT NOTE FOR VETERANS RECEIVING BENEFITS

The Veterans Administration regulations allow only 30 days after the start of your enrollment period for withdrawal without jeopardizing your benefits. When you receive a "W" after the 30-day V.A. period, you face loss of your Veteran's benefits retroactive to the beginning of your enrollment period. If you withdraw or are dropped from a course, you have the responsibility for reporting this fact to the campus Veteran's clerk, so that overpayments are avoided. The telephone number is 796-4157. Check with the Veteran's clerk if you have any questions.

BOOKSTORE

Always call before you go to the campus bookstore (796-6601) or Watkins Annex (794-1166).

First, identify yourself as an ELI student and ask if the book you need is available. Second, check the hours the Bookstore is open. Hours vary, especially during holidays and between quarters. You may purchase books either at the Chester campus Bookstore or you can make arrangements to purchase them at the Watkins Annex Office.

ADDING AN ELI COURSE

You must come to the ELI Office, Watkins Annex or Fort Lee Outreach Office to add an ELI course. If a course is added after the official add/drop date of a quarter, you must pay extra tuition on a per course basis regardless of how many courses are already being taken.

FINAL COURSE GRADE

If you complete an ELI course within the quarter in which you enrolled, you will receive the appropriate final grade as

part of the regular grade report for that quarter. This grade report is mailed to your home after the quarter ends.

If you do not complete an ELI course within the quarter in which you enrolled, you will receive a grade of "I" for the course. Upon completion of the course, you will be sent a notification from the ELI Office concerning the grade received in the course. You will not receive any other notification, although the grade will have been posted in your permanent file according to the quarter in which you enrolled.

WITHDRAWAL PROCEDURE

IT IS YOUR RESPONSIBLITY TO INITIATE A WITHDRAWAL. YOU WILL NOT BE WITHDRAWN EXCEPT FOR DISMISSAL. (See Dismissal From Course.)

You may withdraw anytime from an ELI course (see GRADES AWARDED below). Withdrawal is done by:

1. coming in-person to the ELI Office, Watkins Annex or Fort Lee Outreach Office;
2. writing to the ELI Director; or
3. calling the ELI Office (796-4146).

In any case, the proper forms are filled out by the ELI staff. The forms are then processed by the Admissions and Records Office.

GRADES AWARDED FOR WITHDRAWAL OR DISMISSAL

Upon registering, you were given a list of important dates that included Registration Date, Length, Course Begins, Course Ends, Refund Date, and Last Day to Withdraw.

If you withdraw before the Refund Date, there will not be any record of enrollment on your transcript and you will receive a refund by mail for the tuition paid.

If you withdraw after the Refund Date but before the end of your Last Day to Withdraw, you will receive a grade of "W" on your transcript.

If you withdraw after the Last Day to Withdraw, you will normally receive a grade of "F". Under mitigating circumstances an instructor may award a grade of "W". You must talk to the instructor to receive a "W" after the Last Day to Withdraw; otherwise, an "F" will be awarded.

Mitigating circumstances include, but are not limited to the following:

1. Severe personal illness (doctor's excuse required).
2. Illness or death in the immediate family.

3. Financial emergency.
4. Geographical transfer or change in the hours or conditions of employment.
5. Active duty military service.
6. Generally, any circumstances beyond the student's control which could not be foreseen.

These mitigating circumstances may be considered unsatisfactory by the Veterans Administration for veterans.

DISMISSAL FROM COURSE

You may be dismissed from an ELI course when in the instructor's opinion you have not made satisfactory progress through the first half of the course. This is either the sixth or eleventh week depending upon your declared course length. You will be notified in writing by the instructor of an intent to dismiss at least two weeks prior to the actual dismissal. During this two weeks you must contact the instructor if you plan to continue in the course. Otherwise, you will be given a grade of "W".

REFUND POLICIES

COMPUTING REFUND DATES

The following guidelines should be used only to compute the last day you can receive a refund for an ELI course. You will receive at registration a notification giving exact beginning, ending, refund, and withdrawal dates based upon how long you plan to take for completion of the course.

HOW AND WHEN

To receive a refund for withdrawal from an ELI course, a request to withdraw from the course can be made by telephone, in person or in writing at the ELI Office. If, at registration you declare an 11-week term, the last day for a refund is the 10th calendar day after the course begins. If you declare a 22-week term at registration, the last day for a refund is the 20th calendar day after the course begins.

Regular Registration Periods - When you register during any regular registration period including early registration, but prior to the first day of on-campus classes, the first Monday of regular on-campus classes is considered the first day of an ELI course.

Other Registration Periods - When you register at any time other than regular registration periods, including early registration, and after the first day of on-campus classes, the first Monday following the registration date is considered the first day of an ELI course.

AMOUNT REFUNDED

A full refund is given for any course which is dropped during the refund period.

GRADE APPEALS

If you disagree with a final grade that was awarded, you should first talk with the instructor. If you are still dissatisfied, you should talk with the ELI Director. Further appeal would be to the Dean of Academic and Student Services.

ELI OFFICE HOURS

The ELI Office is normally open on the following days during the hours shown. Holidays, emergencies, etc. may alter this schedule somewhat.

Monday - Thursday	8:15 am - 7:00 pm
Friday	8:15 am - 5:00 pm

INSTRUCTOR OFFICE HOURS

Instructor office hours change each quarter; therefore, a list of office hours, telephone numbers, and office locations is mailed at the beginning of every quarter. If you do not receive a list by the third week, please call the ELI Office (796-4146).

GOOD LUCK

APPENDIX C

JTCC 102-2

Course Dates

Registration Date:_____

Length: 11 Weeks 22 Weeks

Course Begins:_____

Course Ends:_____

Refund Date:_____

Last Day to Withdraw Without Academic Penalty:_____

APPENDIX D

EXTENDED LEARNING INSTITUTE

Student Evaluation

We are very much interested in your evaluation of your ELI course. Please take a few minutes to answer the following questions and return your completed evaluation in the enclosed envelope. Circle the letter of the appropriate answer for each question. Thank you very much and if you have any questions, feel free to contact the ELI Office.

Course(s) _____

_____

1. If you have taken a regular on-campus class, how would you rate this ELI course in comparison to it?

   a. ELI course is harder
   b. ELI course is easier
   c. Both about the same difficulty
   d. Have not taken any other college courses

2. To what extent have you tried to contact the on-campus course instructor?

   a. Often - about once a week
   b. Occasionally - 3 or more times during the course
   c. Seldom - fewer than 3 times during the course
   d. Never

3. Has it been easy to contact the on-campus instructor?

   a. Never tried
   b. Very easy
   c. Fairly easy
   d. Difficult
   e. Impossible

4. To what degree did you find the instructor helpful?

   a. Never contacted the instructor
   b. Very helpful and very willing to answer questions
   c. Usually, but not always, helpful
   d. Occasionally rude and unwilling to help
   e. Almost always unwilling to help and made me feel I was a bother

5. To what extent have you tried to contact the ELI Office?

   a. Often - about once a week
   b. Occasionally - 3 or more times during the course
   c. Seldom - fewer than 3 times during the course
   d. Never

6. Has it been easy to contact the ELI Office?

   a. Never tried
   b. Very easy
   c. Fairly easy
   d. Difficult
   e. Impossible

7. To what extent did you find the ELI staff helpful?

   a. Never contacted the ELI Office
   b. Very helpful and very willing to answer questions
   c. Usually, but not always, helpful
   d. Occasionally rude and unwilling to help
   e. Almost always unwilling to help and made me feel I was a bother

8. If you did not complete the course, what was the reason?

   a. Course not interesting
   b. Fell too far behind in assignments
   c. Instructions for the course were unclear
   d. Personal reasons (illness, new job, moved, etc.)
   e. Other (please specify)_____
   _____

9. Would you enroll in an ELI course again?

   a. Yes
   b. No
   c. If yes, in what subject area?_____

10. Would you recommend this course to someone else?

   a. Yes
   b. No

11. Please evaluate the following aspects of your course by checking the appropriate box.

	N/A	Excl	V.Good	Adeq.	Poor	Worst
Audio/visual materials						
Textbook						
Relationship of course content to exams						
Convenience in taking exams						
Course requirements made clear						
Overall academic quality						
Relevance of course to your needs						

12. Has this course made you interested in registering for other courses?

a. On-campus
b. ELI courses
c. Both of the above
d. No

13. What is your overall evaluation of the course?

a. Excellent
b. Good
c. Average
d. Below average
e. Poor

14. If you have viewed or listened to course materials at places other than at home, how easy was it to use the equipment?

a. Very difficult to use
b. Difficult at first, but easy after 1 or 2 uses
c. Average difficulty
d. No problems - easy to use

15. Additional comments:

_____

_____

FOR TELEVISION COURSES ONLY

16. What day(s) of the week do you prefer to watch TV courses? (Circle all you prefer)

a. Monday
b. Tuesday
c. Wednesday
d. Thursday
e. Friday
f. Saturday
g. Sunday
h. No preference

17. What time(s) of the day do you prefer for viewing TV courses? (Circle all you prefer)

a. 6 - 8 a.m.
b. 8 - 11 a.m.
c. 11 a.m. - 1 p.m.
d. 1 - 4 p.m.
e. 4 - 7 p.m.
f. 7 - 11 p.m.
g. No preference

****THANKS FOR YOUR HELP****

PLEASE RETURN AS SOON AS POSSIBLE IN THE ENCLOSED ENVELOPE.

APPENDIX E

EXTENDED LEARNING INSTITUTE

Faculty Evaluation Form

COURSE_____

INSTRUCTOR_____

TERM EVALUATED_____

To help insure the continued academic quality of ELI courses and to aid in any course revisions, please complete the following evaluation. Please be candid and use this as an opportunity to honestly and critically evaluate your course. This evaluation will not be shared with division chairpersons unless you request it.

1. Number of students enrolled at the time of evaluation

   10 or less 0

   11-25 1

   26-50 2

   51-100 3

   101-300 4

   301-500 5

   501-1,000 6

   1,001 or more 7

2. Please give any suggestions for how the ELI Office could have given better support, if any, for the course.

   _____

   _____

   _____

In ELI courses such as the one that has just been offered, the various materials are designed to work together in aiding the student to achieve certain goals and objectives. Please circle the response that most accurately reflects your opinions about the usefulness of course materials in achieving goals and objectives of the course.

0 - strongly agree
1 - agree
2 - disagree
3 - strongly disagree
4 - not applicable

3.	The audio/visual materials were helpful in meeting the goals and objectives of the course.	0	1	2	3	4
4.	The text was helpful in meeting the goals and objectives.	0	1	2	3	4
5.	The study guide was helpful in integrating the material in the other two components.	0	1	2	3	4
6.	The study guide added material to the other two components that was useful to the student.	0	1	2	3	4
7.	The three components were integrated in a way that facilitated achievement of the goals and objectives of the course.	0	1	2	3	4

0 - very difficult
1 - difficult
2 - just right
3 - easy
4 - overly simple

The level of the material was:

8.	Audio/visual materials	0	1	2	3	4
9.	The text	0	1	2	3	4
10.	The study guide	0	1	2	3	4

The academic quality of the materials in terms of breadth of coverage, accuracy, and currency was:

11. Audio/visual materials 0 1 2 3 4

12. The text 0 1 2 3 4

13. The study guide 0 1 2 3 4

14. Do you have any comments about the materials or suggestions about ways they might be improved?

_____

_____

15. The pace of the course as outlined in the course packet was

Too fast 0
Too slow 1
Satisfactory 2

16. How many on-campus review sessions did you schedule at JTCC?

None 0
One or two 1
Three or four 2
Five or more 3

17. The number of on-campus review sessions scheduled was

Sufficient 0
Insufficient 1

18. What method(s) of testing did you use for this course?

Multiple choice 0
Short answer and/or essay questions 1
Mixture of multiple choice & essay questions . . 2
Papers and written assignments 3
Only essay assignments 4

19. In your opinion, was this type of testing

Suitable for the course 0
Not suitable 1

What type(s) of testing would have been better?

_____

20. Did you use questions from the test bank developed to accompany the course materials?

For all test items 0
For some test items 1
For no test items 2

21. If you did not use test bank items was it because

You like to compose your own tests 0
They were inaccurate or unsuitable 1
You did not get them on time 2
They were not available 3

22. Do you feel the course should be offered again?

Yes 1
No 2

If yes, when?_____

If no, why not?_____

_____

23. Additional comments?

_____

_____

_____

Thank you. Please return to the ELI Director.

APPENDIX F

MEMORANDUM FOR THE RECORD:

_____ has agreed to develop _____ for the Extended Learning Institute. It is to be completed and ready for offering to students no later than _____. This assignment may be used as a part of the faculty member's regular workload or as an overload, with credit value of ___ and a contact value* of ___ hours per week. It is understood that all materials become the property of John Tyler Community College and that any copyright will be held by the College. In the event of publication and sale of such materials, a royalty fee will be negotiated with the faculty member indicated below prior to any sale and distribution.

_____

Faculty Member Date

_____

Director, Extended Learning Institute Date

_____

Dean of Academic and Student Services Date

*May be part of regular office hours for full-time faculty.

cc: Faculty Member
Division Chairman
Personnel File

APPENDIX G

WAIVER OF COPYRIGHT

John Tyler Community College does hereby waive and release access to copyright for the Extended Learning Institute course _____ developed by _____. The College retains access to and free use of all materials for the course in perpetuity. In the event of publication and sale of such materials, the College shall not be charged any commissions, fees, or charges for their use. _____ _____ shall be noted as author of such materials and a proper copyright notice shall be included with appropriate materials should copyright be secured by _____ _____.

_____

President Date

_____

Dean of Academic and Student Services Date

_____

Director, Extended Learning Institute Date

APPENDIX H

EXTENDED LEARNING INSTITUTE
STUDENT INFORMATION SHEET

The following information will be helpful to us in working with you this quarter. Please answer each question as completely as possible by circling or writing the appropriate answer. You may use the additional space at the end of the questionnaire for additional comments.

Name_____

Address_____
(Street)

_____
(City) (State) (Zip Code)

_____ _____
(Home Phone No.) (Work Phone No.)

1. Sex (a) M (b) F

2. Age (a) 17-below (b) 18-22 (c) 31-45 (e) Over 45

3. Marital Status (a) Single (b) Married

4. Occupational status (a) Full-time housewife (b) Full-time employed (c) Part-time employed (d) Temporarily unemployed (e) Other. If employed, main occupation:_____

5. Student status (a) Full-time (b) Part-time

6. Level of education (a) Below 12th grade (b) High school graduate (c) 0-30 college credits (d) 31-60 college credits (e) other

7. Please indicate the major reason why you enrolled in an ELI class rather than a regular on-campus class. (a) No other class available (b) Babysitter problem (c) Needed additional credits (d) Transportation (e) Other (please specify)_____

8. Are you receiving Veteran's Administration benefits? (a) Yes (b) No

9. Are you currently enrolled in any other class on campus? (a) Yes (b) No

10. If you answered yes on the previous question, how many credits are you taking? (a) 3 or less (b) 4-6 (c) 7-9 (d) 10-12 (e) 12 or more

11. Have you ever taken a regular on-campus class at this or any college before? (a) Yes (b) No

12. Where did you first hear about ELI courses? (a) Brochure (b) Radio (c) Counselor (d) Newspaper (e) Schedule of classes (f) Friend (g) Other

13. Number of years since last attending school (a) Less than 1 (b) 1-5 (c) 6-10 (d) 11-20 (e) Over 20

14. Is this your first experience with a course offered though ELI? (a) Yes (b) No

15. Are you receiving any type of financial aid? (a) Yes (b) No

16. Are there any special circumstances that might influence your school performance this quarter?_____
_____

Thank you very much for taking the time to complete this questionnaire. We hope we will be able to meet your needs with this course.

QUESTIONS? Please feel free to call the Extended Learning Institute Office at 796-4146.

APPENDIX I

Declaration of Compensation Form

The enrollment for the Extended Learning Institute (ELI) course _____ was _____ as of _____. This number is below the minimum needed for the course to be counted as the workload equivalent of a three credit hour course. Therefore, the course instructor, _____ agrees, for compensation purposes, to the option indicated.

Options:

_____ (1) To be compensated on a per student basis following guidelines outlined in the ELI Operations Manual.

_____ (2) Combine the enrollment with enrollment of another ELI course, or courses, from the present or other terms. Any combination of enrollments may only occur during the present academic year.

_____

Instructor Date

_____

Division Chairperson Date

APPENDIX J

Course Review Committee

Course Number_____ Credit_____

Course Title_____

Course Developer_____

First Quarter of Delivery_____

Committee Members:

_____
Course Developer's Designate

_____
Division Chairperson's Designate

_____
Division Chairperson

_____
ELI Director

Approval Date_____

APPENDIX K

COURSE	MINIMUM FOR FULL WORKLOAD CREDIT	MAXIMUM BEFORE OVERLOAD CREDIT	OVERLOAD INCREMENTS
ENGL 111, 112, 113	22	30	12
ENGL 137	22	30	12
ENGL 101, 102	22	30	12
ENGL 248	33	44	15
ENGL 271, 272, 273	33	44	15
MATH 161, 162, 163	33	44	15
PSYC 201, 202, 203	33	44	15
ECON 211, 212, 213	33	44	15
ECON 147	33	44	15
ACCT 114, 115	33	44	15
ACCT 227	33	44	15
BUAD 116	33	44	15
BUAD 174, 175	33	44	15
BUAD 100 (Telecourse)	33	66	15
BUAD 164 (Telecourse)	33	66	15
DAPR 106 (Telecourse)	33	66	15
HUMN 299 (Telecourse)	33	66	15
PSYC 299 (Telecourse)	33	66	15
SOCI 201, 202, 203 (Telecourses)	33	66	15

NUMBERS WILL BE ESTABLISHED FOR OTHER ELI COURSES WHEN THEY ARE DEVELOPED.

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